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Experimental Psychology and Pedagogy. By R. SHULZE. Translated by Rudolph Pintner. New York, The Macmillan Co., 1912. pp. xxiv., 364. Price \$3.75 net.

This book, which is said to have had a large sale in Germany, is neither a complete text-book, nor a manual of experimental psychology, nor a manual of tests. The material is drawn from a number of sources. There are two chapters dealing with the problems of measurement and the mathematical treatment of results; eight chapters describing a number of the classical experiments in experimental psychology and experimental pedagogy which the author thinks are available as tests; and a chapter each on speech, physical work, mental work, and physical correlations. The author lays no claim to completeness in any direction; he has chosen rather to present his material in a popular style; and neither the technique of the experiments nor the results are to be relied upon as standard.

However much one may sympathize with the author's plea for experimental investigation as a basis for pedagogical work, the use of many of his experiments as tests is questionable. The stimulus threshold for sound can hardly afford an index of musical talent; the method of expression is not available as a test for feelings, because psychologists are not agreed as to the correlation between organic changes and feeling; and, again, it scarcely seems worth while, from the pedagogical point of view, to determine the reaction type of the child, since there is, as yet, no correlation between the type of reactor and mental ability. Moreover the technique of many of the experiments and much of the apparatus are too difficult, both for the child and for any experimenter who is not equipped with a thorough laboratory training. On the other hand, the author's use of photography in the study of mimicry and gesture, as an objective expression of emotion, is well worth the attention of English readers. Aside from these criticisms on the pedagogical side, there are two or three errors of fact. It is an unavoidable inference that the illustrations, which the author publishes, of Traube-Hering waves and Mayer waves are sphygmograms: on the contrary they are, apparently, volumetric tracings. The statement that the Traube-Hering wave is coincident with the respiration wave is incorrect. Again, the author confuses the muscular reaction with the mechanized reaction. There is no reason for supposing that the sensory reaction might not become fully as 'mechanical' as the muscular reaction.

The book is admirably printed; there are more than three hundred illustrations,—many of them cuts of apparatus taken from trade catalogues; and there are numerous photographs of actual experiments as performed by the author. These advantages, together with the easy and non-technical exposition, make the book serviceable for the general reader who desires some knowledge of experimental investigation in psychology and pedagogy. Indeed, for this purpose, we have none better, though the reader should be warned against accepting Schulze as authoritative in so far as details in methods or results are concerned. Except for an occasional hint of German style in the English words, the work of the translator is well done. It is unfortunate that he has not cited works in English. References to Sanford, Titchener, Judd and Myers for the technique of experiments, and to Thorndike, Pearson, Whipple and Brown for mathematical treatment of results and psychical correlations, would have added to the value of the book.

H. P. WELD.